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ABSTRACT

A description of the role and status of English language use and instruction in Australia looks at English within the education systems of the seven states and the Australian Capital Territory at all levels, both for native speakers and students of English as a second language. The following areas are also examined (1) the use of English by aboriginals; (2) the supply and training of English instructors; (3) availability of teaching materials; (4) administration of English instruction; (5) the development and planning of instruction; (6) English instruction outside the educational system in five specialized institutions; (7) British, American, and other agency support for English instruction; (8) commercial opportunities; (9) creative writing; (10) current research; and (11) sources of further information. It is noted that preservice and inservice training of teachers of English as a first and second language has developed rapidly in the last five years, with preservice to doctoral training available in major capital cities. Increased training of English teachers to teach abroad in specific institutions and increased availability of individualized instruction and independent study resources for nonnative speakers are also noted. One area specified for further development is the use of instructional television outside the schools. (MSE)

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ENGLISH TEACHING PROFILE

Country: Australia

Date: December 1983

1. ROLE AND STATUS OF ENGLISH

Australia is officially a monolingual English speaking country, so English is used for all aspects of communication and business and is the medium of instruction in the educational system. It is the language of the media, except for one television channel in New South Wales and radio stations in the more populous states which produce programmes in the languages of the major ethnic communities. These are fully government funded. Newspapers are produced locally in the languages of large ethnic minority groups, and overseas papers and magazines are imported; otherwise all publications are in English. Australia accepts large numbers of immigrants and refugees from all over the world, and provides an extensive network of courses to encourage them to learn English. These are funded by the Department of Immigration and Ethnic Affairs, or by the States. Government education at all levels in Australia is non-fee-paying for residents. Both day and evening courses are held in the languages of minority groups to assist non-English native speakers to maintain their mother tongue language skills. However, these skills are seldom recognised in the workplace as being of value in themselves, and most job and promotion opportunities depend on English. Ethnic clubs provide social and sporting facilities where languages other than English are spoken. In areas of the cities where large communities are established which share other languages than English, local shops are owned and staffed by speakers of these languages. Otherwise English is used for all commercial transactions.

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2. ENGLISH WITHIN THE EDUCATION SYSTEM

The seven States and the Australian Capital Territory (ACT) conduct their own educational systems. The Roman Catholic school system in each state is less centralised, with a considerable degree of control in each diocese. There are also non-government fee-paying schools in each state at each level. Non-government schools have financial assistance from both state and commonwealth governments. School attendance is compulsory for children between six and fifteen years (sixteen in Tasmania), though most children start school at the age of five. Education is, of course, in English in all schools.

Schools at all levels have considerable autonomy in creating their own curricula and courses. Syllabuses and material are provided in each state for each subject, but there is no obligation to use them. All children progress from elementary to secondary school at about the age of twelve without external examination. At upper secondary level (age 15+) there is some variation from state to state. New South Wales (NSW) has a School Certificate at the end of Year Ten, issued for individual subjects and based on school assessments monitored by mid-year public examinations in basic subjects. In NSW the Higher School Certificate is based on public examinations and school assessment, and is used for university matriculation. The syllabuses in years eleven and twelve are based on this. English and two or three other subjects are studied at different academic levels. Other states vary between school assessment of progress in years eleven and twelve and total reliance on examinations, though there is a general move towards school assessments. English language and literature are taught together from kindergarten, with literature playing an increasingly important role in senior school. At Higher School Certificate level, little allowance is made for pupils from non-English speaking backgrounds.

Tertiary education in universities and colleges of advanced education, and post-secondary, vocational and adult education, are free to residents. The nineteen universities offer courses and conduct research in a wide range of professional and academic disciplines at undergraduate, postgraduate and post-doctoral levels. Colleges of Advanced Education (CAE) award undergraduate associate diplomas, diplomas and bachelor's degrees, graduate diplomas and master's degrees. Colleges of Technical and Further Education (TAFE) offer training in major industrial skills, and in a range of skills required by commercial and artistic occupations. These include apprenticeships, trade and technician courses, commercial and general courses from basic education to matriculation classes, and courses at degree levels. This sector enjoys priority funding under present government policies.

Outreach and community education courses are run by all institutions and cover all occupations and professions. Basic literacy skills are included, as well as specialist courses in such fields as organ music or carpentry.

Teachers are trained in three-year courses leading to a diploma, or four-year courses leading to a degree or degree with diploma (secondary teachers). In-service courses are organized in all subjects on a released-time basis. Teachers are encouraged to undertake further studies, and leave for such studies is generous. British qualifications are recognized immediately; nationals of other countries hoping to teach in Australia have their qualifications considered by the appropriate board. Bilingual teachers and teachers' aids are provided in schools with a large proportion of immigrants.

English language courses are offered in both government and non-government schools for speakers of other languages, whether immigrants to or residents of Australia. In government schools at different levels different approaches are

taken to teaching English as a Second Language (ESL). In elementary schools non-English speaking children usually join mainstream classes with a support ESL teacher, who works with the class teacher and has separate lessons with the children for some of the day. In schools of high immigrant density either teachers or teachers' aids speak the languages of the larger ethnic groups. At secondary level children may join an intensive language unit (ILU) based in the school, where all classes will be held until they have learned enough English to join mainstream classes for some lessons. Support English classes will continue for two or three years; or the ESL children may be in intensive language classes for most of the day, joining mainstream classes for practical and recreational work. Another approach is to take children from some classes only for intensive English. With ESL children who have been in Australia for some time, parallel classes in English, history and other academic subjects are often organized, following a similar course to the mainstream classes but taught by an ESL specialist. While the ILU approach seems successful for beginners in the language, parallel classes seem the most effective approach for those children who have lived in Australia for some years yet still are handicapped by inadequate English.

An influx of Indo-Chinese refugees in 1979-83 meant that a separately-funded programme of special classes attached to schools was developed, where attention could be paid to the language, educational (many had spent four to six years out of school) and emotional difficulties of these children. On the whole these classes are resulting in the children's adjustment to Australia, so that in under two years they can move into mainstream schools with ESL support.

Aboriginal children who live in urban areas attend local schools and follow the regular English education programme. Aboriginal English is sufficiently different from standard Australian English to cause difficulties for some children, and particular courses in developing language and literacy skills are provided when necessary. In some rural areas, principally in the Northern Territory and South Australia, bilingual education programmes are conducted. Programmes with initial literacy in the children's mother tongue moving to literacy in English have had considerable success, and both aboriginal and non-aboriginal literacy workers produce and disseminate literacy material in the vernacular. Comparatively few aborigines are trained teachers, and an intensive programme is under way to attract them to the teaching profession. Colleges of Advanced Education conduct teacher training courses for both aborigines and non-aborigines who intend to teach in aboriginal schools. In schools with large numbers of aboriginal pupils, teacher's aides who speak the children's languages are provided.

A commonwealth-funded but state controlled Adult Migrant Education Programme (AMEP) provides a network of both full- and part-time English classes for immigrants and refugees. On-arrival classes at different levels for newly arrived immigrants, on-going classes available to any immigrant who wishes to attend them, and special courses are all offered. Newcomers are entitled to receive a basic wage to attend one full-time courses, from ten to twelve weeks in length. On-arrival courses also provide service and cultural information to enable newcomers to "survive" independently in Australia, and involve bilignual instructors and interpreters as well as regular ESL teachers.

On-going courses cover both general English and specific purpose English, such as efficient reading or academic writing courses. Special community day and evening classes, designed particularly to help women who would not or could not attend the more formal classes, are also offered. Classes are conducted in the work place, in hospitals for both hospital workers and ante-natal patients, in factories, and in both service and manufacturing industries, to meet the needs of working immigrants who cannot attend evening classes. These

are in both employers' time and employees' time, in varying proportions in different companies. Distance learning programmes that use correspondence, radio and cassette tapes, are also available. Some AMEP centres have developed self-access individualized learning units which are available to all immigrants wishing to follow a programme or part of a programme. In addition, to help those who are housebound, a home tutor scheme has been developed with volunteers visiting students in their own homes for three or four hours a week. Some English is learned, and a great deal of goodwill is generated by sharing and understanding each other's cultures. Specific purpose intensive courses, such as advanced English for medical doctors who hope to register in Australia, are also offered when the need arises. A table showing the number of enrolments in the different programmes for the financial year 1982-83 is appended.

Materials produced by adult immigrant education teachers in each state are now coordinated and channelled through a Clearing House for Adult Migrant Education Services (CHAMES), situated in South Australia.

TAFE and some CAEs also offer English language programmes. TAFE has classes for those hoping to enter tertiary institutions, and pre-sessional courses for those hoping to enrol in mainstream TAFE or related classes. In these, as in AMEP programmes, individual teachers take responsibility for both teaching content and teaching methods.

English Language Intensive Courses for Overseas Students (ELICOS) are set up in government and accredited private institutions, and attract both private and government-sponsored overseas students. ELICOS courses were introduced in 1969, at three centres for sponsored overseas students, and are now held in Western Australia (two centres), Queensland (one centre), NSW (three centres), ACT (one centre) and Victoria (two centres). The aims of the courses are to improve the knowledge of the English language throughout Asia and to develop Australia's facilities for teaching English in the region; the major source of students is Asia. Students may be grouped broadly into three classes: Australian government-sponsored (mainly government officials); private and sponsored students studying "preliminary English" to prepare for the English test and further study in Australia; and a small number of private students and residents prepared to pay fees to study English for different reasons. Both sponsored and private students apply to the government for places, and are sent to the various institutions by the Commonwealth Department of Education which has responsibility for overall academic supervision of ELICOS centres. ELICOS courses are, typically, offered in ten-week terms and students take up to three terms of English, so class sizes fluctuate throughout the year.

Many of the teachers in ELICOS, AMEP and TAFE have trained overseas, principally in Britain through International House or similar institutions. Courses are available in Australia for adult TEFL/TESL, but at present these are all in-service courses and fairly recent. Pre-service courses for school teachers of ESL are conducted in many CAEs and some universities, as part of Diploma in Education and Bachelor of Education programmes. Many teachers, trained in other subjects at both school and adult level, have gained EFL/ESL training through in-service courses while engaged in EFL/ESL teaching. Short in-service courses are organized by all the main ESL employing agencies for their own staff. These are generally specific purpose courses; for example, language assessment for initial placement, or teaching English in anti-natal clinics.

Professional associations include the Applied Linguistics Association of Australia (ALAA), which holds annual congresses and produces regular publications, and state-organized Associations of Teachers of English to

Speakers of Other Languages (ATESOL) which cover teachers from pre-school to tertiary level. The largest of these, the NSW ATESOL, holds biennial summer schools that attract up to 300 participants, and monthly evening and Saturday meetings where local and overseas speakers hold lectures and workshops. Monthly newsletters and bulletins (three a year) are published. Other state organisations hold monthly meetings, publish bulletins and newsletters, and share the same overseas speakers. Negotiations are under way for the state associations to become affiliated to an Australian body, as in ALAA.

The government and private organizations providing ELICOS training formed the Association of Recognised ELICOS Centres (AREC) in 1978, which produces a newsletter. Language study centres in universities and CAEs also have an association, which conducts an annual conference and produces a newsletter from this. Members are usually members of ATESOL and/or ALAA as well.

First language English teachers have a strong English Teachers' Association which hosted an international congress, English in the Eighties in 1979, and publishes journals and monographs. There is a Reading Teachers' Association, and a Primary English Teachers' Association. All these host conferences, hold meetings and workshops, and issue journals and monographs.

3. TEACHERS OF ENGLISH

In EFL/ESL, as in other educational fields in Australia, there is an oversupply of qualified and experienced teachers. Teachers with qualifications from Britain, New Zealand, Canada and the USA are accepted in Australia, and compete with local teachers for posts. The proportion of overseas trained teachers to locally trained teachers is similar to that in other professions, at both school and tertiary levels.

Pre-service teacher training consists of three-year diplomas or education degrees (primary teachers), or four-year degrees and specialist diplomas in education (the usual route for secondary teachers). Diploma holders with three years' training often complete a four-semester graduate diploma in a specialist area such as school librarianship, reading, education, or multicultural education. In-service education was referred to above. Postgraduate studies in education, linguistics and major school subjects are available at MA and PhD levels in the nineteen universities and numerous CAEs.

For professional organizations see Section 2 above.

4. TEACHING MATERIALS

A wide variety of teaching materials, Australian, British and American, is available through commercial channels. Commonwealth and state education departments produce resource material which is available without cost at both school and adult education levels. For example, the Language Teaching Branch (LTB) of Commowealth Education has produced a language resources kit with posters, games, slides, cassette tapes, phonic charts, workbooks, reading books and puppets for children aged five to eight who are learning English as a second language; a textbook-based course with similar support material for children aged nine to twelve; more advanced Transit material for upper primary and secondary pupils, and an Australian history resources kit for lower secondary pupils (Origins). The State film libraries operate a film and video loan service to schools and tertiary institutions alike.

British Council films and video cassettes are used quite heavily, those for teacher education often being booked up months in advance. Records and Notes on Literature are also borrowed by schools and colleges.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

See Section 2 above.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

Australian education developed along British lines. Church and charity schools came first, and government-funded schools developed in the mid-nineteenth century. In 1870 elementary education became free, secular, and compulsory from the ages of six to eleven. Government aid was withdrawn from private (non-government) schools and did not resume until 1970. Fee-paying Roman Catholic and other church school systems developed alongside the state school system. Secondary education developed with both secondary "tops" on elementary schools, and high schools with public examinations after three and five years. Secondary schools were fee-paying until compulsory education was extended to the age of fourteen, and a system of state bursaries developed to help keep talented children in school. The first university, Sydney in NSW, was founded in 1850, and universities in Victoria, Queensland, South Australia and Western Australia followed. All but the last were fee-paying until 1973. Technical colleges, adult education centres and teachers' colleges developed in the major cities, and also became free in 1973.

Since 1960 the centralised state education systems have become more regionalised, with growing responsibility for courses and curriculum design in the schools themselves, and more emphasis on resource personnel, bilingual aides, special education teachers and improved facilities and resources than on an inspectoral system. As in Britain, there is a debate on educational standards, with evidence from the Australian Council for Educational Research (ACER) that standards of literacy and numeracy have not declined. Secondary state schools are and have always been comprehensive. "Grammar" as a term applies only to the names of private schools. English is a compulsory subject, both language and literature, up to and including the Higher School Certificate examination. Schools are free to organize classes flexibly, so pupils may be in age groups, ability groups or interest groups for all subjects including English. There is a trend towards individualised study, and many schools become involved in community projects, basing a term or semester's work around one such project. These and other attempts to make schooling more relevant to youth in the 1980s are resulting in more pupils staying past the school leaving age to complete their secondary school studies.

7. ENGLISH OUTSIDE THE EDUCATIONAL SYSTEM

Private commercial language schools play a relatively minor role in English language teaching in Australia. They emphasize English as a foreign rather than as a second language, and offer short intensive courses as their clients generally are either on work-study visas for a year, or are temporary

residents or students planning to enter post-secondary courses in the mainstream educational institutions. To gain entry to these insitutions they must pass an English proficiency test, so many private language classes are test-oriented. Student visas are issued only to those overseas students accepted for accredited courses. Private language schools may be accredited by the Australian government on the basis of their resources, the qualifications of their personnel, and the programmes they offer. Classes are ten to fifteen in size, the teachers have basic TEFL/TESL qualifications and have usually had experience in teaching overseas. Many students complete several terms of language study in one year, the last quarter of the year being the period of peak demand for test-oriented classes. The accredited schools are:-

The Australian College of English (ACE), Sydney, opened in 1981. It is a cooperative of six teachers with equal management responsibilities, who take on part-time casual staff at times of demand. The ACE offers four full-time ten-week courses a year and four part-time evening courses. Up to six classes are held at a time. General English classes and classes to prepare students for the Australian Government Short Selection Test (SST), the Combined Universities Language Test (CULT), the American Test of English as a Foreign Language (TOEFL) and the British Cambridge First and Proficiency Certificates, are offered. The ACE is accredited to teach ELICOS courses. Almost half the students are from Japan where the school has recruiting agencies. This school also offers the Royal Society of Arts (RSA) Preparatory Certificate in TEFL and the RSA Diploma in TEFL, both on a full-time basis.

The English College, Sydney, opened in 1981. This school offers twelve terms of four-week full-time day classes and some evenig classes, most students taking several consecutive terms of language study. Up to five classes are held at a time. Most classes are General English, with some attention to examination preparation. Over half the students are from Japan, where the school has recruiting agencies. The English College also offers part-time teacher training courses leading to the College certificate.

The English as a Foreign Language Teaching Laboratory (EFLTL), Sydney, opened in 1965. The oldest private ELT school, the EFLTL has two branches in Sydney and one in Jakarta. It offers four full-time ten-week courses a year in Australia, and has up to ten classes at a time. Teaching is audio-visual oriented, based on language laboratories and the use of video. General English and examination preparation classes are held, as well as special classes for high school students from New Caledonia and ELICOS classes.

The Institute of Modern Language (IML), Sydney, opened in 1966. (English language teaching began in 1975). A commercial language institute in conjunction with the University of New South Wales, the Institute of Modern Languages conducts classes in other languages as well as in English. ELICOS courses have been run since 1975, with ten-week full-time English classes for immigrants; evening and vacation classes for immigrants (free to the immigrants, but attracting a per capita fee from the government to the IML); General English classes for overseas students and private (fee-paying) residents, and special intensive language courses are conducted at the request of government departments, (e.g. for immigrants with professional qualifications whose poor English prevents their joining the workforce), private companies (e.g. Sony), and other institutions, (e.g. bridging Special English courses for Cumberland College of Health Sciences).

The Australian Language College, Brisbane, opened in 1982. It is a small college offering ten-week courses to both overseas students (EFL) and immigrants (ESL) and has conducted one specific purpose English course for immigrants wanting to use their professional qualifications in Australia.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

The British Council has no English Language Officers (ELOs) in its Sydney office. There are no teachers of English or contract staff, but the Council does assist in the briefing of Australian teachers on exchange to Britain, and Australian teachers recruited to work by the Centre for British Teachers Ltd. There are many British teachers, now permanent residents, in the Australian teaching force.

The Council supports the teaching of English in a number of ways:

- By the sale of ELT publications and Notes on Literature.

- By making loans to tertiary institutions throughout Australia from the film and video cassette library which is now on deposit with the National Film Collection in Canberra (part of the National Library). It has strong ELT and teacher training sections.

- By a reference library with a very extensive range of books on TEFL/TESL, which is used by teacher trainers and trainees from colleges in Sydney.

- By touring book exhibitions from its Book Promotion Department, and occasional displays in the Council Reference Library.

- By sponsoring with travel grants British specialists invited by Australian institutions and associations, eg the principal speakers at ATESOL summer schools, ALAA congresses, and the conferences of the National Council for English Teachers. These speakers tour the other major centres also, addressing and conducting workshops for English teachers and educationalists, so the benefit of their visits is shared nationwide.

  The Council sponsored the first RSA course for the Certificate in TEFL in 1979, and has supported the RSA since then. That was the first evening specialist TEFL course in Australia, and its success led to other courses being set up. In 1983 two centres in Sydney offered RSA/TEFL courses, and one in Western Australia offered the RSA Diploma in TESL in Further Adult Community Education and the Diploma in the Teaching of English as a Second Language in multi-cultural schools. All these courses were established with the help of Council support and expertise. The 1979 RSA course also drew attention to the need for such a course, and Australian colleges now offer graduate diplomas in this field.

- By arranging visits to British institutions by Australian educationalists working in the field of English language education.

The University of Cambridge Local Examination Syndicate (UCLES) has local secretaries in NSW, Victoria and Western Australia for the administration of its English examination.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

There is no significant USA involvement in English language teaching in Australia, and no United States Information Service available. United States citizens who are permanent residents in Australia work as teachers at all levels in the educational system.

10. OTHER AGENCY SUPPORT

Australia is an aid donor through the Australian Development Assistance Bureau (ADAB) and related government agencies. The overall aim of its overseas aid is to assist recipient countries to become more self-sufficient by aiding development, and to enhance knowledge of Australia abroad. The bulk of Australian aid goes to her nearest neighbours, Papua New Guinea and Indonesia, but other Asian, some African and Pacific countries, and the Indian subcontinent also receive Australian aid. Assistance in English language teaching is provided through courses in English in Australia, training teachers in Australia, sending experts to overseas countries on attachment to a host institution, and conducting specific purpose courses in overseas institutions at their request. All Australian universities and many colleges are engaged in this work.

11. COMMERCIAL OPPORTUNITIES

Books and other resources are available through specialist ELT bookshops, other bookshops and resource centres, and direct from British suppliers. All the major UK publishers have branches in Australia.

Information on ELT services in Britain which can be obtained through the Council includes details of summer courses and other short courses in Britain, and is sent to teacher trainers and other interested personnel.

Australia is in a similar position to Britain with its large number of overseas students from non-English speaking countries, and needs an English language testing system. The Australian Short Selection Test, administered overseas in Australian Embassies by non-specialist staff but assessed in Australia by specialists, at present fills this role. It is, however, currently under review as part of the Australian Government's examination of its overseas student policy through the Goldring Committee (publication date 1984). There is thus no present call for the English Language Testing Service (ELTS) in Australia, although it was trialled on a small group of students in 1981, through the Horwood Language Centre at the University of Melbourne. The Goldring Committee of Review has expressed an interest in ELTS (and other systems) as part of its comparative research.

12. CREATIVE WRITING

Australia, as an English-speaking, developed country, has an array of associations, institutions and events to encourage its own writers. The associations tend to be local but there are regular national writers'

festivals or weeks in Adelaide, Canberra and Perth to which overseas writers are invited (those from Britain often coming with travel grants from the Council). The Literature Board of the Australia Council has a similar role to its counterpart in the Arts Council of Great Britain. There are annual literature prizes, such as the Miles Franklin Award, for Australian authors. The publishing business flourishes, with local commercial companies and university presses active as well as the (autonomous) Australian branches of the major UK publishing houses.

13. CURRENT RESEARCH

Research in Australian universities is in English, Australian, American and other world literature and language. While most researchers use Australian resources, some need access to the British Library and other overseas libraries.

Links with British universities are on a personal basis, many such links being established at overseas conferences.

Many Australians travel to Britain for a short two- to three-year working holiday, and obtain TEFL qualifications there. Consequently links have been established with ELT departments at the Universities of London, Reading, Lancaster, Leeds, Essex and Edinburgh. These are strengthened by visits to Britain and visitors from Britain.

14. BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION

There is a wealth of publications about Australian education, Australian linguistics, language studies and literature. University and college departments publish monographs on subjects of research interest; professional associations publish annually; state and federal governments commission and publish reports. One of the problems in Australia is how to disseminate information in so vast a country.

Suggested reading includes:

Elizabeth Aird & Davina Lippman: English is their Right, A.E. Press, Melbourne, 1983.

Don Burnes et al: Reading, Writing and Multiculturalism, A.R.A. 1982.

R McGregor and M Meiers: English Teaching in Practice, St Clair Press, 1983.

K D Watson: English Teaching in Perspective, St Clair Press, 1981.

K D Watson and R.D. Eagleson (ed.): English in Secondary Schools: Today and Tomorrow, English Teachers' Association of NSW, 1977.

15. GENERAL STATEMENT

The pre-service and in-service training of teachers of English as a first, second and foreign language has developed rapidly in the last five years. In major capital cities it is now possible for interested teachers to study from pre-service to doctoral level in their area of interest in this discipline.

Increasing numbers of overseas teachers of English are being trained in Australian universities and colleges. Much of this training is targeted towards work in specific institutions abroad, with the aim of improving the quality of local English teaching.

Individualised language learning and the provision of self-access learning resources are developments which, together with the abolition of fees for all forms of government-sponsored education, have made further studies in the English language available to that one-fifth of Australians who speak another mother tongue.

One area not yet developed is the use of television as an educational medium outside schools programmes. Radio is used for this purpose, and cassette tapes and videos are available through various institutions, but Australia has not yet made use of television for programmes such as those of the Open University in Britain.

ADULT MIGRATION EDUCATION PROGRAMME

ENROLMENTS 1982-83

PROGRAMME	STATE								
	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	TOTAL
On Arrival									
Full-time	3416	1996	893	563	208	126	20	83	7305
Part-time	4099	3256	3526	1050	1538	11	164	16	13660
On Arrival Total	7515	5252	4419	1613	1746	137	184	99	20965
On-going									
Full-time	1120	860	146	241	77	-	67	92	2603
Part-time	32859	16024	5160	5772	6799	612	885	1340	69451
On-going - sub-total	33979	16884	5306	6013	6876	612	952	1432	72054
Courses in the work force	2343	1068	68	12	519	-	18	-	4028
Distance learning	1919	1180	842	1452	1434	64	256	-	7147
Self-access	4303	302	-	1723	-	58	269	-	6655
Home Tutor Scheme	1332	1163	202	1178	-	193	532	677	5277
On-going - sub-total	9897	3713	1112	4365	1953	315	1075	677	
On-going - total	43876	20597	6418	10378	8829	927	2027	2109	95161
Grand total	51391	25849	10837	11991	10575	1064	2211	2208	116126